DOCUMENT RESUME

ED 120 473 CE 006 772

TITLE San Diegans Speak Out on Adult Education.
INSTITUTION San Diego Community Coll. District, Calif.
PUB DATE Feb 76
NOTE 23p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage
DESCRIPTORS *Adult Education Programs; *Community Colleges; Community Education; Community Involvement; Educational Assessment; *Educational Finance; Educational Needs; Educational Policy; *Financial Problems; *Public Opinion; Relevance (Education); State Legislation; State Programs
IDENTIFIERS *San Diego Community College District

ABSTRACT

The document discusses action taken by the San Diego Community College District regarding a five percent "cap" placed on the growth of adult education and community colleges by the California State Legislature. Serious fiscal and management problems were created and the District Board of Trustees established a series of seven public hearings to determine citizen reaction to the proposed changes. Over 1,450 people attended and their opinions obtained regarding additional fees and tuition, priorities, course deletion, "frill" courses, and personal motivation. Reactions from members of the Board and Chancellor Dale Parnell are presented, and background information on State philosophy and San Diego history of adult education is given. A policy statement by the Board includes the following: an adult core program of seven classes not subject to any reduction, the continuation of adult education center development throughout communities, and consistency in the collection of fees across the district, with fees as low as possible. (LH)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED120473

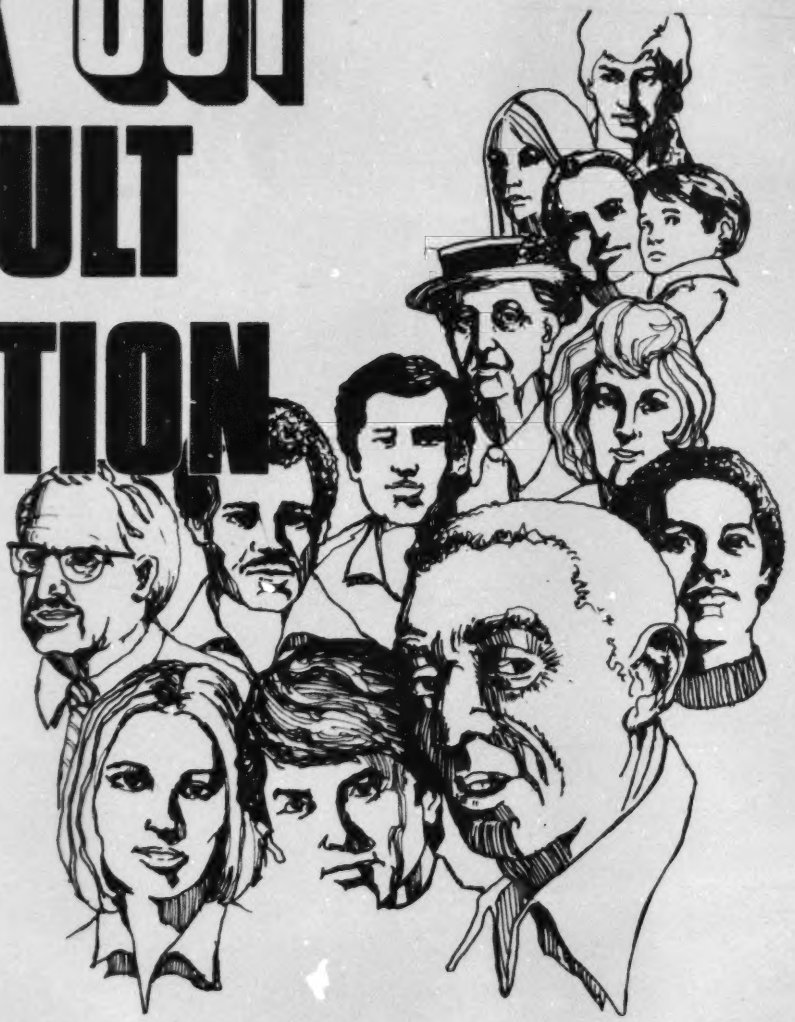
MAR 25 1976

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

SAN DIEGANS SPEAK OUT ON ADULT EDUCATION

February, 1976



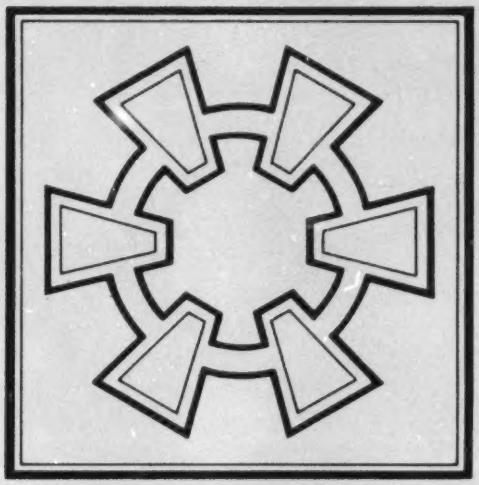
CE008772

"If a nation expects to be ignorant and free...it expects what never was and never will be."

Thomas Jefferson
January 6, 1816

PUBLIC HEARINGS

OCTOBER – DECEMBER 1975



SAN DIEGO COMMUNITY COLLEGE DISTRICT

BOARD OF TRUSTEES

Gene French, President
Daniel B. Grady, Vice President
Richard L. Johnston
Charles E. Reid
Lou Ridgeway

Dale Parnell, Chancellor

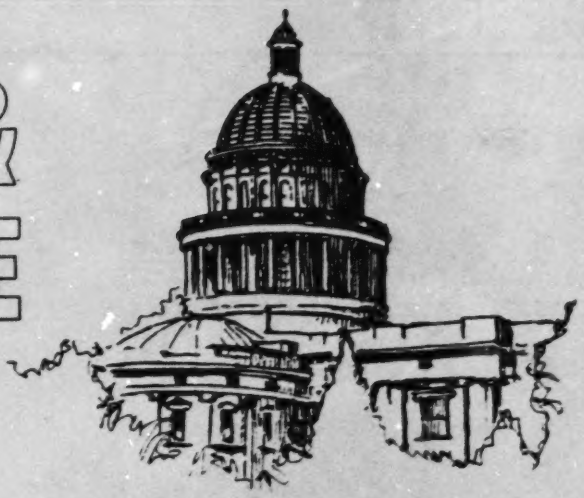
3375 Camino del Rio South
San Diego, Calif. 92108
714- 280-7610

CONTENTS

1. THE GOVERNOR AND LEGISLATURE REACT TO THE RISING COSTS OF ADULT EDUCATION.
2. WE RESPOND.
3. STATE PHILOSOPHY ON ADULT EDUCATION.
4. HISTORY OF ADULT EDUCATION IN SAN DIEGO.
5. WE TAKE ACTION.
6. THE HEARINGS.
7. QUESTION 1: SHOULD ADDITIONAL FEES OR TUITION BE CHARGED?
8. QUESTION 2: HOW SHOULD WE DETERMINE PRIORITIES?
9. QUESTION 3: WHAT ADULT EDUCATION COURSES SHOULD BE ADDED OR DELETED?
10. QUESTION 4: IS THE DISTRICT NOW OFFERING MARGINAL OR "FRILL" COURSES?
11. OTHER THINGS WE LEARNED.
12. HOW THE "CAP" AFFECTED OUR ADULT EDUCATION ENROLLMENT.
13. OUR BOARD OF TRUSTEES REACTS.
14. CHANCELLOR PARNELL REACTS.
15. OUR TRUSTEES TAKE ACTION.

THE GOVERNOR & LEGISLATURE REACT

to the Rising Cost of Adult Education



> "If a man or woman who is 35 years old is making an income and now wants to go and plug into the educational system, is it right that this person should be able to coerce perhaps unwilling taxpayers to provide an opportunity for this person to make more money?"
>
> Governor Edmund G. Brown, Jr.
> July, 1975

Governor Brown announced last summer that adult education was the "biggest growth area" in the state's budget, and it has been the subject of intense controversy ever since.

Brown was concerned about the rise in adult education enrollment while the state's public schools were turning out students "without the ability to read, write, and analyze."

He urged a "return to the basics," saying that much of adult education's offerings were not "survival skills."

"We need to redefine what we expect from ourselves, from our government, and from our institutions," he said.

The legislature placed a 5 percent "cap" on the growth of adult education and community college programs as part of an attempt to put an immediate constraint on the number of people to be served.

The governor said he needed time to "ask questions which either haven't been asked in the past, or haven't been pursued in the kind of depth that I think they deserve."

WE RESPOND

We believe the governor has the right to ask these questions. The tragedy will be if no one answers them.

All social service agencies must constantly reexamine practices and policies. We share concern over the rising costs of all social services and we in the community colleges welcome the opportunity to take a good hard look at ourselves.

We in the San Diego Community College District lived with the "cap," and its unfortunate timing in the middle of our fiscal year, which necessitated many accommodations in our budgets and programs.

We question, however, the wisdom of making such a major shift in public policy without the benefit of public input. We believe this kind of basic shift in educational policy should not be made as a footnote to the state budget.

"Asking which segments of society we will serve and how we will allocate limited state resources are legitimate questions, but it must be realized that they also involve the broader question of the basic philosophy of education in this state."

Dr. Dale Parnell
Chancellor, SDCCD

STATE PHILOSOPHY on Adult Education

1856 - The first evening school was opened in San Francisco:

Since that time the state of California has consistently supported a statewide program of adult education which is one of the best in the country.

1960 - The Master Plan for Higher Education in California recommended:

"In the long-range plans for providing opportunities in higher education to the people of California, provision for adequate state support of adult education services be assured... For continuing education purposes, any person beyond the compulsory school attendance age who is not enrolled for full-time regular school work may be enrolled in special, part-time, extension or adult education classes for which he is eligible."

1971 - The California Administrative Code, Title 5, stated:

"Continuing education is one of the major functions of the Community Colleges and should be fully supported, organized, and supervised."

1973 - The Joint Committee on the Master Plan for Higher Education recommended:

that the state provide an appropriate place in California public higher education for every student willing and able to benefit from attendance.

1974 - The Legislature declared in Chapter 921:

"The legislature hereby reaffirms the commitment of the state of California to provide an appropriate place in California public higher education for every student who is willing and able to benefit from attendance."

1975 - The Legislature:

Placed a retroactive 5 percent "cap" on funding enrollment in the state's adult education and community college programs.

"Education for citizens beyond the traditional college-age group may become the most important single challenge for public higher education through the remainder of this century."

Report of the Select Committee on the Master Plan for Higher Education

HISTORY

of Adult Education in San Diego

San Diego has been offering educational programs for adults since 1914 when the San Diego City Schools Board of Education authorized post-high school education.

In 1970 the newly-formed San Diego Community College District was given the responsibility for providing adult education for the citizens of San Diego.

While we are one of only a few community college districts in the state that have this responsibility, other agencies also provide educational opportunities for adults, such as the K-12 district through its Community Schools, the county through its Regional Occupational Programs, the city through the Park and Recreation Department, and a variety of private agencies.

The District now operates six adult centers and the Educational Cultural Complex, in addition to four Community Colleges.

In addition to the mandate for vocational training and improvement of literacy and citizenship, adult education programs provide the potential for reducing welfare dependence and social instability, and the enhancement of the state's cultural, political, and economic life.

The retroactive imposition of the "cap" affected all the district's programs. It took place five months into the budget year after the budget was adopted, programs developed, and students enrolled.

By being creative and taking a hard look at our programs, we have found ways to accomodate a greater number of students in fewer classes and still maintain a variety of courses.

The adult education program offered by the San Diego Community College District now includes approximately one-half of the district's enrollment. It is anticipated that nearly 40,000 different students will be enrolled this year in our 373 approved courses in the following areas:

Adult basic education
High school completion
Vocational courses
English-as-a-second-language
Citizenship
Parent education
Handicapped
Senior citizens
Foreign languages
Fine and applied arts
Consumer education
Physical fitness
Health education
Biological science
Social science
Health professions
Communications
Business and management
Home economics
Industrial education
Child development
Aviation and navigation
Retirement living
Psychology
Electronics

WE TAKE **ACTION**

After many hours of discussion and analysis of these issues with our Board of Trustees, our chancellor, and staff, we took what we believe to be a unique approach among the state's community college districts.

We established a series of seven public hearings to get citizen reaction to proposed changes in the adult education programs.

The hearings were held at our Adult Centers in various parts of the District.

The Board of Trustees took this opportunity to tour the centers, visit classes, and observe them in session.

We decided that our public had to be involved in these decisions.

We decided to find out how San Diegans feel about adult education, instead of sitting and talking with educators.

We asked four Questions:

1. Should additional fees and/or tuition be charged?
2. How should we determine priorities?
3. What courses should be added or deleted?
4. Is the District now offering marginal or "frill" courses?

THE HEARINGS

Over 1450 people attended and more than 200 spoke about their concerns at the hearings, which were held at these seven Community College Adult Centers located throughout the San Diego area.

They represent areas which contain all facets of the community: well-educated and poorly educated; high, low, and middle income groups; high employment and low employment areas; and all cultural and ethnic groups.

CENTER	DATE	ATTENDING	SPEAKING
North Shores Adult Center	10/7	267	40
Navajo Adult Center	10/15	170	24
North City Adult Center	10/21	250	43
East San Diego Adult Center	11/3	210	31
Educational Cultural Complex	11/18	250	28
Midway Adult Center	11/25	254	24
Centre City Adult Center	12/15	50	11
Totals		1451	201

The auditoriums and cafeterias were crowded with people who waited patiently for their turn to speak, sometimes until midnight.

They told us what their classes mean to them, sometimes in voices that were faltering or accented with the inflections of Boston, Oklahoma, Mexico, or Hungary.

THE HEARINGS

Should additional fees and/or tuition be charged?

The wide range of opinion included:

- no fees
- a single small fee of $2 or $3 for easy administration
- a sliding scale based on ability to pay
- a fee as much as $30 per course
- the same fee as at present, $1 per six hours of instruction.

They would rather pay than have their classes dropped.

"Fees would discourage those who need the classes most."

"Is education only for the rich, the wellborn, and the able?"

"We should not have to come hat in hand for what is basically ours. If we invest in people, we will get it back, in lowered crime rates, taxes, and so on."

"The underdog is going under once again. The people here are not oriented to going to school and fees would have a big effect in our area."

"It is a better investment to change a liability into an asset through education than to support the individual for a lifetime."

"If we expand the amount we put into education and not let the government use it as a political football, we will get our investment back many times."

"Well-educated adults are essential to a good society. After paying taxes and voting for school bonds all their lives, people feel they are entitled to this kind of education."

"We would be pleased to pay, but when we look at our tax bill for education we wonder why we can't have a piece of the action, too?"

Governor Brown's question, "Does a 35-year-old have the right to plug into the educational system?" was answered, "He certainly does! He is probably paying for it."

"When you have to pay for something, you value it more highly."

"People would be more responsible about signing up for courses if they had to pay a fee."

"It's not fair for my class to be a burden on others."

"Fees would help to set priorities."

"Education without fees should be available in the areas of citizenship courses, handicapped, and job preparation. Beyond that, there may be a need to establish fees which have some direct relationship to costs."

THE HEARINGS

"You are placed in the difficult position of a man asked to sacrifice one of his children to save the other."

How should we determine priorities?

Setting class priorities involves value judgements. It was suggested that if enough people wanted a class it should be offered.

Some suggested that classes for employment opportunities, the educationally disadvantaged, parent education, handicapped, and senior citizens were more important than their own special interest classes.

"The demands for a service will always exceed the ability of the community to allocate resources for that service...and we must protect the interest of the generally silent taxpaying majority."

"We should offer the classes which have the greatest demand. They are supported by the taxpayers and if they want them, they should have them."

"Parenthood is the most important role we play in life and the high schools and colleges do not prepare us for it. We do get this training in the Parent Participation classes. We should think about this in terms of today's statistics on child abuse and child neglect."

"Necessities should come before enrichment, even though those are the ones that keep people in good mental health and are almost equally important."

"Maybe it's not a question of drawing priorities in education, but in the total picture of government. Maybe we should cut down on retirements for judges and legislators and spend the money on the people. Governor Brown says we should put more emphasis on the lower grades, but if we don't educate the parents, how can they help their children?"

"On the salary we get and the taxes we pay, let's give the people what they want."

"I agree with the governor on the need to increase the effectiveness of the K-12 systems, but I disagree with his views on community colleges. There should be a place in life for poets...or practical application ...or vocational education. Anything else is education for the fat cats...not the people who really need it."

"This kind of parent education exists nowhere else in the community. It helps our children by helping us become better parents and by helping to get the children adjusted to school."

THE HEARINGS

What Adult Education courses should be added or deleted?

Unnecessary duplication of courses should be eliminated, and unique courses should be available to the entire district.

While no classes were recommended for deletion, more courses in nutrition and health maintenance, and classes for couples and whole families were asked for. Senior citizens, parent participation, and vocational classes should be expanded.

"Any curriculum that does not consider the arts does not consider society as a whole. If education in San Diego will teach us only what we need to make a living, we do face the world in a culturally deprived state."

"If we have to make cuts, we should do it in a way that will hurt the least number of people and give the greatest benefit."

"It's not what should we cut, but what should we add?"

"There is so much talk about cutting courses, whether something is necessary or not. Many people are introduced to education by taking one course that might be considered frivolous."

"These classes exercise the mind and increase a person's capabilities. None should be cut."

"It is a real survival service -- to be physically and mentally healthy," a 74-year-old declared. "Mind and Body Control keeps me from looking like those other senior citizens." A man with an ulcer said, "My doctor recommended the class to me."

"The growing numbers of senior citizens in our society can become a drain on the community if kept out of the mainstream of life. After taking some of these courses, they become volunteers or even begin to work, and become useful, contributing members of the community."

A social worker who had worked her way through UCLA making macrame belts said, "Don't sell the fine arts and crafts short....older people need them as much as the young."

The State Department of Rehabilitation sent a patient to one of our centers after artery surgery to be trained in a new kind of work. "Our business classes," he said, "help people get off the welfare rolls and earn their own living. I think this training will help cut our taxes."

After a Russian immigrant took typing and shorthand to learn to support her family, she went on to become a translator of Russian at the University of California and eventually the head of the translation department.

"I appreciate your concern about money since I got my tax bill today, but we should think of these courses as a life value, not merely in dollars and cents. My weaving class has provided me with a new art form and a new incentive for living."

THE HEARINGS

Is the District now offering marginal or "frill" courses?

No! A frill to one person may be an absolute necessity to another.

Some courses draw people back into education and are often income-producing.

Who can judge if a class that is stimulating is a frill or necessity to a student?

"The governor is getting more dollars back in taxes in the sale of rope for macrame than he is spending on the classes."

"Nothing taught here is a frill."

"I suspect that what Governor Brown doesn't want to take is a frill. I consider political science a frill."

"Saying something is a frill is making a value judgement that Americans have always resented having their government make for them."

"How can you call anything a frill when you look at the county's budget for mental health and alcohol and drug abuse?"

"In a broad sense, flower arranging, Chinese cooking, or art are not frills. Data processing can be for personal fulfillment. The line between vocation and avocation is very difficult to draw."

"Don't make a class a frill just because someone else doesn't want to take it."

"A frill is defined by the community, by lack of demand and lack of willingness to pay for. English would be a frill if the demand is low."

"Most people who graduate got involved through a non-threatening class like macrame."

"It is the marginal classes that bring them here, people that have said 'no' to education for 100 different reasons."

"A happy, productive person is one who is looking ahead...dreaming, creating, expressing. There is no way you can consider this a frill."

"What would be a frill is where people sit back passively and not put forth any effort... only to be amused. If you have any of those you might give them up."

"The governor should see that classes in crafts are really more profitable than sending people to Community Mental Health, which is much more expensive."

"I learned how to drive in adult education after I was widowed, and life is more than eating, sleeping, and avoiding big trucks. What I love about the classes is that grey-haired old ladies are not unusual there."

OTHER THINGS WE LEARNED

They all come because they want to...

"The Governor is rightly concerned about reading, but why will taking away our classes help them read? Why should people who have fulfilled their educational commitment to the community and gone through high school give up their classes merely because somebody didn't learn how to read? Take the frills away from the high schools until they learn how to read."

The people of San Diego, whatever their station in life, take their adult education seriously.

Adult students know what they want and they want to be there. They are motivated and they really want to learn.

Every age bracket, every income level, every educational level has its own requirements.

The adult centers are so vitally alive that even a college campus can't compare. They are viable... changing...growing.

There are some kinds of education that can only be given to adults, such as parent education.

Learning is a lifelong process, and here young, middle-aged, and old learn together. It is both a learning and a social experience.

They come because they are alone, or they have retired and think they are useless. Some come following a divorce, and they all come because they want to.

Adult education works with those who have not succeeded in the K-12 programs. It gives them what they need to function in society. It was called a "second chance."

Night education is a symptom of what's wrong with day education. These students were forced out, dropped out, or thrown out.

It obviously fills needs in people's lives not met in any other way. The culture of a nation is as important as how they earn their bread.

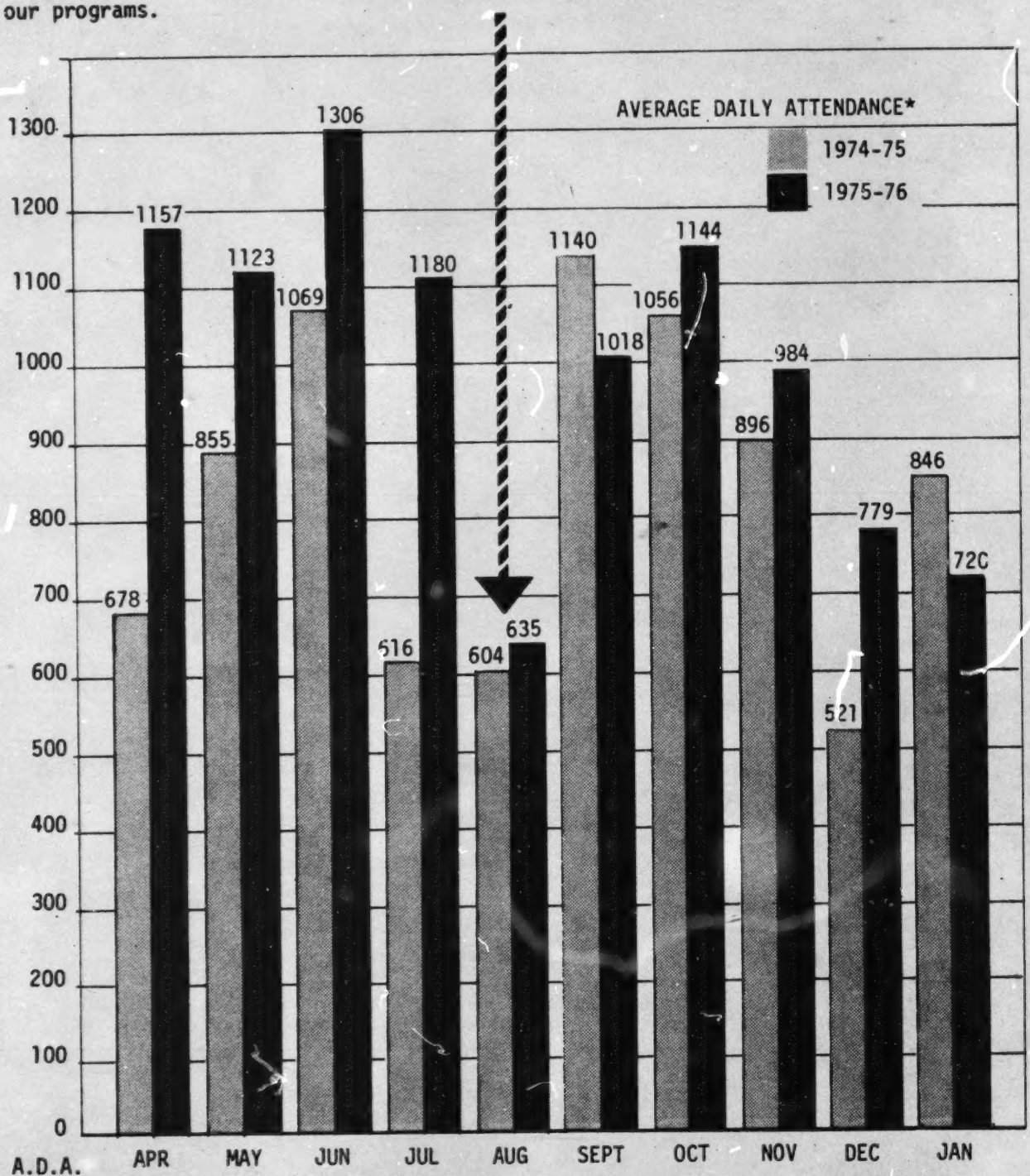
Many San Diegans feel that education for all our citizens is not a privilege, but a right, and that in this time of "future shock," everyone needs an opportunity to keep up with the rapid changes in society.

Our students prefer adult education sponsored by the community colleges. They tell us our program is worthwhile and relevant, and have proved it by their enrollments, which have been increasing by 10% per year.

Some taxpayers are concerned that the legislature's actions are forcing them to assume the burden of the community's educational needs.

THE "CAP" affected our adult education enrollment

The retroactive nature of the "cap" caused confusion in planning the continuity of our programs.



*One Average Daily Attendance (ADA) = 15 hours of enrollment per week for one year.

One A.D.A. represents approximately four adult education students.

OUR BOARD OF TRUSTEES REACTS

Gene French

"What I heard loudly was the unified voice of the people crying out their interest in these courses. We constantly heard their concern that we might call their courses frills and therefore not necessary.

Such things as macrame have been singled out in the press and naturally came up at the hearings. I did some checking on this and found many are taking it not for just a hobby, but to supplement their income. It's a million dollar industry.

These hearings were highly educational to me -- I got my eyes opened. I don't know of a greater issue that has hit education since Sex Education a few years back.

I feel that the people were willing to pay a fee. If the cap went off tomorrow I would feel it would be a proper step on the part of the Board to establish priority classes and impose fees on non-priority ones. Perhaps tuition should be lower for the economically disadvantaged."

Daniel B. Grady

"I was impressed by the seriousness with which the courses are treated. I felt that the people are taking the adult courses for very serious reasons.

I don't like the entire situation we are placed in. The governor and the legislature are forcing us into charging fees, and we should strongly object. It's too bad that we can't offer free educational opportunities to people who pay taxes.

We are going to need some new regulations, like tight definitions of 'vocational' and 'disadvantaged,' if we exclude people from paying fees on those bases."

Richard L. Johnston

"The growth of knowledge has created a need which many citizens are responding to by requesting new or basic courses in education and the development of vocational skills, in order to keep abreast of the ever-increasing demands of our society.

A growing number of persons recognize the fulfillment of broadening their lives and happiness by availing themselves of educational or vocational programs.

Adults feel that they are contributing tax-wise to education and they want something for their money -- more than just the conventional K-12 education.

I was impressed with the variety of ages of people expressing their fervent desire and need for courses."

Charles E. Reid

"What impressed me the most was that the people were almost unanimous that 'education is a lifelong process.'

I was impressed too with the fact that many of the people enrolled are there not necessarily to finish high school. Some have degrees and have come to pick up a course that is necessary in today's society.

If there is such an emphasis on education today, are we sure our priorities are in the right direction? Why don't we look at the total tax dollar, not just education? Why not proportionally reduce everything? We heard that in almost every discussion."

Lou Ridgeway

"I heard people say they would prefer to pay a fee rather than have their courses dropped. At UCSD, similar courses cost $50.

Maybe we should price our courses according to importance. Low priority courses would have a higher fee. Very popular courses with many students could have a lower fee, to average out the costs.

Courses having anything to do with health are very popular. Many people taking these courses felt they were so important they were willing to pay a fee.

In these economically depressed times, there are long waiting lists for vocational education courses---a regrettable fact. Because of this need, I was convinced we really need to complete the downtown Skills Center, with the kind of open-entry, open-exit training it provides, at the earliest possible date.

ON DECEMBER 17, 1975, THE BOARD OF TRUSTEES ADOPTED THE FOLLOWING RESOLUTION:

NOW, THEREFORE, BE IT RESOLVED, that the Legislature be informed of the hardship placed upon the Board of Trustees and the citizens by applying such a major shift in public policy without benefit of public input; and

BE IT FURTHER RESOLVED, that the Legislature also be informed of the difficulties that have resulted from applying this policy retroactively, forcing the District into a cutback of expenditures after five months into the fiscal year; and

BE IT FURTHER RESOLVED, that the Chancellor prepare for Board of Trustees' review, the results of the Public Hearings on Adult Education programs and issues in the San Diego Community College District to allow for expeditious actions as might be necessary to assure the integrity of the adult education programs.

CHANCELLOR PARNELL REACTS

"Continuing education for the masses of the people is an idea that is sweeping the country. Note that I said 'continuing education'...I think we should drop the term 'adult education.'

The hallmark of non-credit continuing education is that people just want to learn for the fun of learning.

Great numbers of middle Americans are in need of training and retraining opportunities. That's what continuing education is all about.

Out of the building of competence and skills comes confidence, friendships, and, I think, a better climate in which to live.

This is the only part of the educational system with built-in teacher and course evaluation. If the students don't attend, the course is dropped.

Continuing education delivers more actual learning at less cost than any other sector of education in California."

- Dr. Dale Parnell
Chancellor

The Chancellor recommends:

1. The state should fund community colleges by enrollment target, rather than by arbitrary cap.
2. A change should be made in the present retroactive nature of the cap. The first apportionment date for the fall term would be a better base than the April, 1975 date.
3. "Continuing education" should be used instead of the term "adult education."
4. The definition of "secondary" and "postsecondary" education should be clarified.
5. The difference between a "course" and an "activity" should be clarified.

OUR TRUSTEES TAKE ACTION

The Board of Trustees of the San Diego Community College District approved the following Policy Statement on Adult Education on January 28, 1976:

1. Background

The 1975-76 state budget for community colleges included a provision which imposed a limitation (a "cap") on the state's allocation of funds in support of community college and adult education programs. The imposition of this "cap" had a retroactive effect which created serious fiscal and management problems for the San Diego Community College District. The Board of Trustees of the district decided to find out how the public felt about these important issues, and established a series of seven public hearings on the subject, in order to identify the problems and adopt a course of action which would minimize the adverse effects on the students of the district. The Board received testimony from more than 200 citizens at the hearings, which were attended by more than 1,450 persons. On the basis of the testimony heard at these hearings, the Board has reexamined its adult education mission and adopts the following Statement of Policy:

2. Community College Mission and Responsibility for Adult Education

When the citizens of San Diego created the San Diego Community College District, they charged it with the responsibility

"to offer to adult residents of this district comprehensive, lower-division college programs and vocational and continuing education courses."

The Board of Trustees finds that this mission and this responsibility are even more strongly supported by the citizens of San Diego today, as evidenced by the public hearing testimony.

It is apparent from this testimony and from our surveys that this community is strongly in favor of adult education being conducted by the Community College system. The Board of Trustees will continue to seek the financial support from federal, state, and local sources necessary to operate a comprehensive community-wide adult education program.

The Board of Trustees reaffirms its policy of providing educational opportunities within reach -- geographically, economically, psychologically, and academically. We consider it our fundamental mission to keep higher education "within reach" of the 75 to 80 percent of the population not served by the colleges and universities -- not to provide a "watered-down" university, but a community-based college that meets basic individual needs yet is faithful to high standards of quality. We attempt to keep not only an "open door," but one that brings the program to the people wherever possible, and one that is financially a true opportunity for our citizens. Psychologically, our programs have no

complicated procedures for entrance and place the total emphasis on the needs of the student. Academically, we offer a broad range of programs, including career upgrading, basic education, high school completion, job training, personal enrichment, and a variety of services for the elderly, the handicapped, and young people.

3. Findings

3.1 ACCESS. Citizens desire adult education classes to be held in as many neighborhoods as possible with as few complications as possible; i.e., enrollment procedures, size of institution, concern for the student.

BOARD RESPONSE: The Board of Trustees reaffirms the policy of developing adult education centers throughout the community. In order to avoid overcrowding and to continue to offer a quality educational program, the Board of Trustees will seek additional facilities as existing campuses or centers reach their planned capacity.

3.2 AVOIDANCE OF DUPLICATION. Citizens desire the opportunity to take unusual or specialized courses even though located in a different part of town.

BOARD RESPONSE: Concentrations of certain specialized courses in one or more locations should be encouraged.

Small classes should be encouraged to combine, rather than close.

Combined adult education class listings, along with the current separate center publications, shall be required. It is fundamental to avoid unnecessary duplication, yet at the same time give all citizens knowledge of all opportunities.

3.3 ADULT EDUCATION CORE PROGRAM San Diego citizens feel strongly about their own need for adult education, but continually stressed the importance of education for the unemployable, the handicapped, the elderly, and the disadvantaged. They also feel Parent Participation classes serve a vital need in parent education that no other form of education is filling.

BOARD RESPONSE: The Board recognizes that legislation, state regulations, or economic conditions might prevent it from offering a fully comprehensive program at all times and might force a reduction in the extent or number of courses it can offer. In the event such a reduction becomes necessary, the Board of Trustees as a matter of policy declares the following courses to be the adult core program and not subject to any reduction.

Adult basic education
High school completion
English-as-a-second-language and citizenship
Vocational education classes designed for employment
Classes for the handicapped
Classes for senior citizens
Parent Participation classes

3.4 TUITION FEES AND MATERIALS FEES.

On one hand, San Diego adults take great pride in the basic fairness of little or no tuition fees for adult classes. On the other hand, citizens said they would be willing to pay more rather than have their classes dropped.

BOARD RESPONSE:
The Board of Trustees shall:

- affirm support for the state "no-tuition" policy for credit courses.

- make every effort to keep fees for non-credit classes to a minimum, consistent with responsible operation of the district.

- reaffirm the policy of exempting certain programs:
  adult basic education
  high school completion
  English-as-second-language and citizenship
  vocational education classes designed for employment.

- reaffirm the policy of exempting certain individuals:
  handicapped
  those unable to pay
  those age 60 and over.

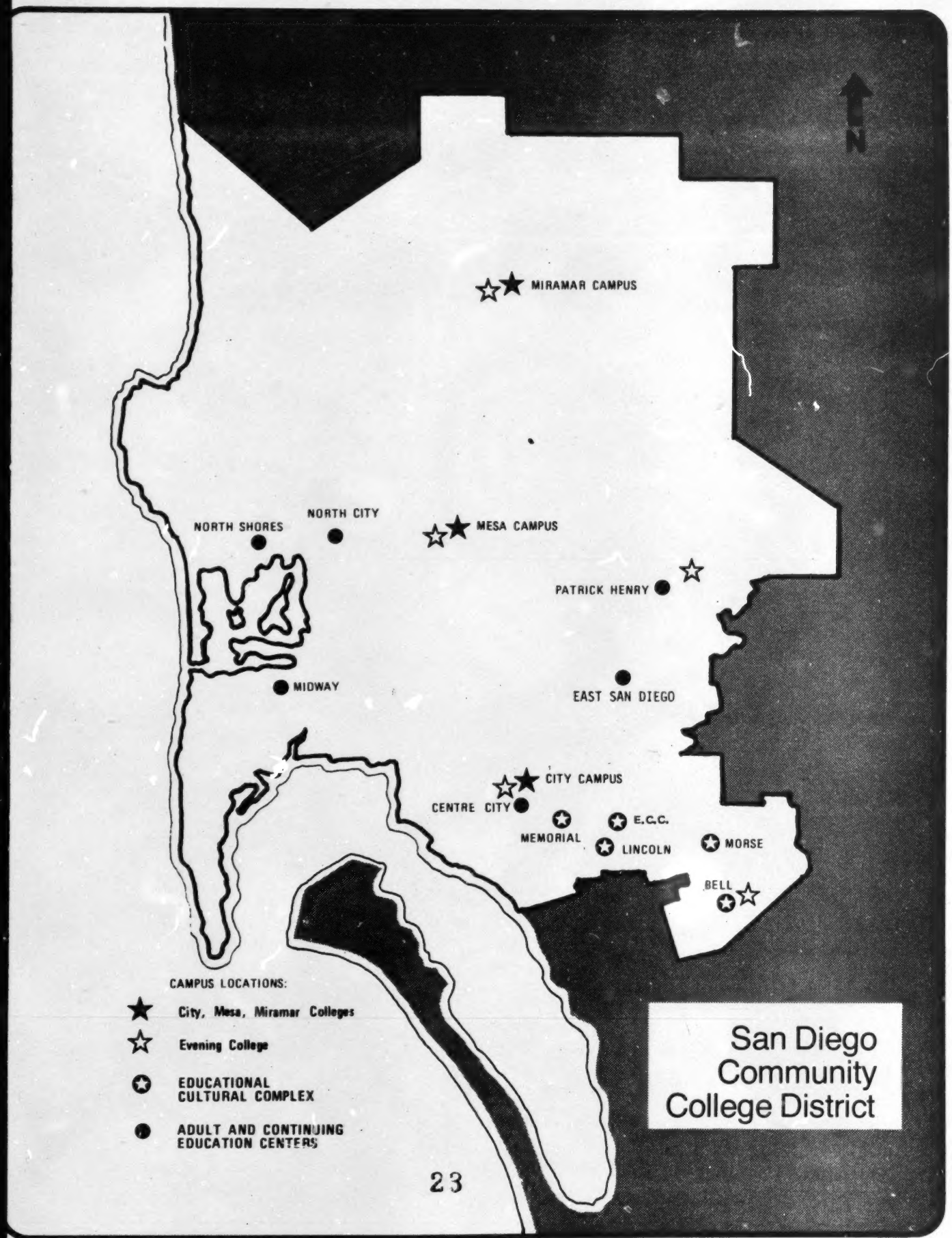
- seek legislation changing the laws under which fees are charged, to give local boards more responsibility in the determination of fees.

- direct the Chancellor to prepare a new Board policy and comprehensive set of new administrative regulations on tuition fees for the 1976-77 college year, for Board review at the time of budget preparation.

3.5 IMMEDIATE ACTION NEEDED.

A lack of consistency in charging and collecting tuition and materials fees was revealed by the public hearings.

BOARD RESPONSE: The Chancellor is to assure consistency in the matter of collecting fees across the district.


N
MIRAMAR CAMPUS
NORTH SHORES
NORTH CITY
MESA CAMPUS
PATRICK HENRY
MIDWAY
EAST SAN DIEGO
CITY CAMPUS
CENTRE CITY
E.C.C.
MEMORIAL
LINCOLN
MORSE
BELL
CAMPUS LOCATIONS:
City, Mesa, Miramar Colleges
Evening College
EDUCATIONAL CULTURAL COMPLEX
ADULT AND CONTINUING EDUCATION CENTERS
San Diego Community College District